



Accessibility Plan 2025- 2028

It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

This means that “schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Full Governing Body is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan.

Leavesden JMI School & Nursery is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life. Leavesden JMI School & Nursery will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

Identifying Barriers to Access: A Checklist

Section 1: How does your school deliver the curriculum?

Disability	Yes	No	Action Needed
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓		
Are your classrooms optimally organised for disabled pupils?	✓		
Do lessons provide opportunities for all pupils to achieve?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the	✓		

whole class?			
Are all pupils encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓		
Do staff recognise and allow for the additional time required by some disabled pupil to use equipment in practical work?	✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		
Do you provide access to computer technology appropriate for students with disabilities?	✓		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓		
Are there high expectations of all pupils?	✓		
Do staff seek to remove all barriers to learning and participation?	✓		

Race	Yes	No	Action Needed
Do teachers and teaching assistants have the necessary training to notice and challenge racism?		✓	2
Do teachers and teaching assistants have the necessary training to teach children to be anti-racist?	✓		
Do lessons provide opportunities for all pupils to explore different people, cultures and hidden histories?	✓		
Are all pupils encouraged to speak about race, racism and to challenge discrimination?	✓		

Do staff recognise potential emotional responses to learning and talking about racism and allow space for reflection of personal identity and experiences?			2
Are there high expectations of children's ambition to influence and experience the benefits of an anti-racist culture?	Could be more		2

Religion & Belief	Yes	No	Action Needed
Do teachers and teaching assistants have the necessary training to notice and challenge discrimination against religion and belief?		✓	3
Are children given space to share their religion and belief with others?	✓		
Do lessons provide opportunities for all pupils to explore different religions and beliefs?	✓		
Are all pupils encouraged to speak about religion and belief and challenge discrimination?	✓		
Do staff recognise potential emotional responses to learning and talking about religion and belief and allow space for reflection of personal identity and experiences?	✓		
Are school visits, including overseas visits, risk assessed to ensure children are exposed to places of worship across different religions and beliefs?	There are lots of RE trips but this needs to be monitored		3
Are children and staff who choose not to follow a religion or belief included and valued?	✓		

Section 2: Is your school designed to meet the needs of all pupils?

Disability	Yes	No	Action Needed
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	✓		

Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		✓	1
Are the décor or signage designed to not be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?	✓		
Are areas to which pupils should have access well lit?	✓		
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment?	✓when needed		
Is furniture and equipment selected, adjusted and located appropriately?	✓		

Race	Yes	No	Action Needed
Are classrooms representative of the diversity across the school community?	✓		
Is the curriculum well-resourced to support the delivery of inclusive and representative learning?	✓		
Is all school communication supportive and inclusive for all children and families?	✓ Just need to make more consistent		
Are all communal areas representative of the community?	✓		

Religion & Beliefs	Yes	No	Action Needed
Are religious celebrations and special days reflected in the school environment?	✓but not equally		3

Is the curriculum well-resourced to support the delivery of religion?	✓		
Is all school communication supportive and inclusive for all children and families and their chosen religions and beliefs?	✓		
Are staff equipped with the correct language, scripts to challenge discrimination against religion and beliefs and call children or staff in?	✓ but needs to be part of the training		3

Section 3: How does your school deliver materials in other formats?

Disability	Yes	No	Action Needed
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓ when needed		
Do you have the facilities such as ICT to produce written information in different formats?	✓		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓		
Do staff ensure that children with autism are able to access their learning resources?	✓		

Action Plan

Targets	Strategies	Outcome	Timeframe
1 Disability <i>Ensure all emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components.</i>	SENCO, SBM & Site Manager to review emergency and evacuation systems including lockdown drills, fire evacuations and emergency drill with regards to ensuring systems enable all pupils, regardless of disability, to follow them. Including: • Pupils with significant learning difficulties - • Pupils with physical disabilities • Pupils with profound hearing loss • Pupils with profound visual loss		June 2026

2 Race <i>Noticing and challenging racism</i> <i>Understanding emotional responses to talking about racism</i> <i>Understanding and promoting the benefits of an anti-racist culture</i>	Staff training to be organised and provided		Academic Year 2026 / 27
3 Religion <i>Train all staff to notice and challenge discrimination against religion and belief and provide staff with the knowledge and language to challenge discrimination against religion and beliefs.</i> <i>Analyse visits and visitors to ensure they strategically span religious people and places. Reflect religious celebrations and special days reflected in the school environment.</i>	Staff training to be organised and provided		Academic Year 2027 / 28
4 EAL <i>The proportion of pupils with EAL has significantly increased by 20% over the last three years. This demographic needs to be better understood to ensure the needs of this cohort of children and families are met and included in school life effectively</i>	Senior leaders to: 1. Leaders to gain an overview of the levels of proficiency of speaking English for pupils and families with EAL 2. Update effective assessment systems to show starting points and baselines for pupils with EAL 3. Senior leaders to train staff on strategies to support pupils in the early stages of language acquisition		1. Summer 2026 2. Autumn 2027 3. Spring 2027